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ABSTRACT

A modified version of the "Survey of Adult Learning," originally developed by the Educational Testing Service, was distributed to a sample of 800 of the 60,835 adults residing in the area surrounding Fort Scott Community College to determine the learning needs of the community. A response rate of 43 percent was obtained. Results identified 64.5 percent of the respondents as potential learners. Many of these were willing to learn in traditional way (30 percent), in traditional schools and colleges (43 percent), in the evenings (56 percent), and for at least one full semester (66 percent). The remainder expressed interest in new, nontraditional delivery systems not yet provided in the area. Because 74 percent desired some kind of credit for their work, the delivery system designed to serve them must provide a means for crediting nontraditional types of learning. The major access barriers include time, cost, full-time attendance requirements, and home and job responsibilities. Most potential learners were interested in vocational subjects, hobbies and recreational subjects, and personal development subjects. Although most respondents held positive attitudes about the college, many felt inadequately informed about its activities. Recommendations are made for meeting the needs for nontraditional learning opportunities and for improvements in information services. The questionnaire is appended. (DC)

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LEARNING NEEDS OF ADULTS IN BOURBON, LINN, AND CRAWFORD COUNTIES, KANSAS

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TABLE OF CONTENTS

	Page
LIST OF TABLES	iii
PREFACE	1
Section	
1. ADULT LEARNING PROJECT	2
Purpose	2
Focal Questions	2
Methods and Procedures	3
2. POPULATION AND SAMPLE	4
3. ANALYSIS OF THE DATA	5
Would-Be Learners	5
Attitudes of Respondents Toward Fort Scott Community College	8
Preferred Subject and Skill Areas	11
Conditions of Learning	14
Reasons for Continued Learning	19
Obstacles to Learning	21
Preferred Sources of Educational Advice	21
4. SUMMARY OF FINDINGS	25
Subject and Skill Emphasis	26
Conditions of Learning	26
Reasons for Continued Learning	27
Obstacles to Learning	28

Educational Information and Advice 28

Attitudes Toward Fort Scott Community College 28

5. CONCLUSIONS AND RECOMMENDATIONS 29

SELECTED BIBLIOGRAPHY 34

APPENDIX

A. LETTER GRANTING PERMISSION TO USE THE "SURVEY OF ADULT LEARNING" 35

B. SCHEDULE OF RESEARCH ACTIVITIES 37

C. SURVEY OF ADULT LEARNING 39

LIST OF TABLES

Table		Page
1.	Comparison of Survey Sample with Population	4
2.	Characteristics of Survey Sample	6
3.	Attitudes of Respondents Toward Fort Scott Community College	9
4.	Preferred Subjects and Skill Areas	12
5.	Conditions for Learning	17
6.	Reasons for Continued Learning	20
7.	Obstacles to Learning	22
8.	Educational Advice	24

PREFACE

This report is the result of a research survey conducted to determine the needs and to describe the conditions related to adult learning in a portion of Southeastern Kansas. The information gained will be used for future planning and action by Fort Scott Community College.

The Adult Learning Survey questionnaire was developed originally by Educational Testing Service and later modified for use in St. Louis by the Non-traditional Community College Project staff. The instrument was further adapted by permission of ETS for use by Fort Scott Community College.

The assistance of Dr. Walter Hunter, University of Missouri, was essential throughout the project and is happily acknowledged. His experience in community college education and with the St. Louis Non-traditional Community College Project proved to be of considerable value to the FSCC researchers on more than one occasion.

The combined efforts of a number of the staff of Fort Scott Community College are represented in this report. Of particular value were the members of the college committee on Institutional Goals; Steve Hoyle, Chairman. Also, students from two of Mr. Marcel Normand's sociology classes worked many hours to deliver and collect the questionnaires. Gene Todd, Jack Gilmore, John Bennett, and Leonard Thieking helped to hand tally and summarize the data. And finally, the assistance of the clerical staff for typing, printing, and assembling the questionnaires and the final report is gratefully acknowledged.

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1. ADULT LEARNING PROJECT

We are often reminded that the community college exists to serve the learning needs of its community. And while Fort Scott Community College generally acknowledges the legitimacy of that duty, very little is known about the learning needs of the majority of that community. Evidence indicates that the college is doing a creditable job serving the needs of the traditional, eighteen-to-twenty year old, college community. Yet, many adults and certain post-secondary youths remain educationally unserved.

Purpose

The Adult Learning Project was developed to determine the conditions surrounding adult learning in a three-county region served by Fort Scott Community College. The survey was designed to provide information to be used as the college looks to the future in planning to better serve the learning needs of all constituents of its community.

Focal Questions

The study reported here was designed to focus on three primary questions:

1. What are the educational needs and interests in the immediate service area?

2. What are the attitudes of adults toward Fort Scott Community College?

3. What are the conditions under which adults could best be served educationally?

Methods and Procedures

The Adult Learning Project was carried out by the staff and students of Fort Scott Community College. The methodology employed was an adaptation of that used in research conducted first by the Commission on Non-Traditional Study and later by the St. Louis Non-Traditional Community College Project. The survey instrument was developed by Educational Testing Service and has since appeared as an appendix in the book, Planning Non-Traditional Programs, published in March, 1974, by Jossey-Bass, Inc. Permission to use the questionnaire was granted by ETS on October 30, 1974.

The survey sample was selected by the use of a numerical code and a list of names developed covering all of Bourbon County and portions of Linn and Crawford counties.

Selected students delivered the survey instruments to the research sample as a project in the sociology classes taught by Mr. Marcel Normand. The students were given necessary explanations of the research and instructions for completing their assignments by the project director. The occupants of each house identified for the sample were contacted. A survey instrument was left at the house for each occupant eighteen years of age or older. Directions for completing the questionnaire were given and an appointment was made to collect the completed documents. Questionnaires were then collected and returned to the project director. This phase of the study was completed by January 1, 1975.

The next major task was analysis of data. All responses were summarized on data sheets and the combined data for each questionnaire item were cross tabulated by sex. Four sample groupings resulted: would-be learners, male; would-be learners, female; non-learners, male; and non-learners, female.

The data were further reduced to tabular form for ease of interpretation. The resulting data groupings were then utilized to draw certain conclusions relating to the research questions under investigation. All data were presented as frequencies and percentages; no statistical treatments were carried out. Because of facility and budget limitations, computer analysis was not employed and all data treatment was done by hand.

2. POPULATION AND SAMPLE

The geographic area covered by this study included all of Bourbon County and portions of Linn and Crawford Counties in Southeastern Kansas. These counties have a combined population of 60,835. The sample population originally totaled approximately 800, of which, 344 returned usable questionnaires for a percentage return of 43.0 percent. Table 1 presents data comparing selected characteristics of the sample group with those of the population as given in 1970 census data. Because only portions of Linn and Crawford counties were covered by the survey, census data is given for Bourbon county only. The sample group is shifted slightly toward

TABLE 1

Comparison of Survey Sample with Population

Characteristics	Population	Sample
Sex		
Male	46.6	42.2
Female	53.4	57.8
Race		
White	96.9	89.5
Black	2.8	5.8
Other	.2	4.5

females and minorities when compared with total population.

Additional sample characteristics are reflected in data summarized in Table 2. For example, most respondents were married (66.7%), were not supporting children at home (48.0%), and were employed at least part-time (61.6%). Approximately twenty-nine percent resided in Fort Scott; forty percent lived outside Fort Scott but in Bourbon County; thirty-one percent lived outside Bourbon County; and about two percent lived outside Kansas. The majority had completed high school (57.5%) but almost eighty-two percent were not presently enrolled in college. Family income appeared to be relatively low with only twenty-eight percent reporting family incomes exceeding $10,000 per year.

3. ANALYSIS OF THE DATA

Data were obtained from the research sample described above and are presented in this section. The data are presented in a manner revealing selected characteristics of the sample and describing certain conditions related to adult learning.

Would-be Learners

Question number one in the "Survey of Adult Learning" asked the question: "Is there anything in particular that you would like to know more about, or would like to learn how to do better?"

Table 2 presents data describing would-be learners in the adult community. A large majority (64.5%) of the sample indicated a desire to learn; an attitude slightly stronger in females (67.3%) than in males (60.7%).

TABLE 2

Characteristics of Survey Sample

	LEARNERS N=222				NON-LEARNERS N=122				TOTAL	
	Male		Female		Male		Female			
	F	%	F	%	F	%	F	%	F	%
SEX	88	39.6	134	60.4	57	46.7	65	53.3	344	100.0
AGE										
Under 25	17	10.3	33	24.6	5	8.8	7	10.8	62	18.0
25 - 29	11	12.5	19	14.2	5	8.8	4	6.2	39	11.3
30 - 34	10	11.4	15	11.2	4	7.0	6	9.2	35	10.2
35 - 44	16	18.2	21	15.7	8	14.0	11	16.9	56	16.3
45 - 54	20	22.7	29	21.6	12	21.1	11	16.9	72	20.9
55+	14	15.9	19	14.2	23	40.4	25	38.5	81	23.5
RACE										
White	86	97.7	128	95.5	44	77.2	50	76.9	308	89.5
Black	1	1.1	7	5.2	5	8.8	7	10.8	20	5.8
Lat. Am.	0	0.0	0	0.0	0	0.0	3	4.6	3	0.9
Asian	0	0.0	0	0.0	4	7.0	1	1.5	5	1.5
Nat. Am.	0	0.0	0	0.0	3	5.3	2	3.1	5	1.5
Other	1	1.1	1	0.7	9	0.0	0	0.0	2	0.6
MARITAL STATUS										
Married	69	78.4	85	63.4	40	70.2	35	53.8	229	66.6
Unmarried	19	21.6	44	32.8	16	28.1	30	46.2	109	31.7
NO. OF CHILD.										
One	16	18.2	29	21.6	2	3.5	6	9.2	53	15.4
Two	17	19.3	17	12.7	3	5.3	3	4.6	40	11.6
Three	11	12.5	19	14.2	6	10.5	10	15.4	46	13.4
Over Three	4	4.5	10	7.5	8	14.0	5	7.7	27	7.8
None	37	42.0	55	41.0	35	61.4	38	58.5	165	48.0
INCOME										
3000	13	14.8	23	17.2	5	8.8	10	15.4	51	14.8
3 - 4.9	4	4.5	10	7.5	9	15.8	9	13.8	32	9.3
5 - 6.9	6	6.8	13	9.7	5	8.8	14	21.5	38	11.0
7 - 7.9	8	9.1	5	3.7	7	12.3	8	12.3	28	8.1

TABLE 2 (Continued)

	LEARNERS N=222				NON-LEARNERS N=122				TOTAL	
	Male		Female		Male		Female			
	F	%	F	%	F	%	F	%	F	%
8 - 9.9	8	9.1	15	11.2	9	15.8	5	7.7	37	10.8
10 - 14.9	21	23.9	16	11.9	6	10.5	5	7.7	48	14.0
15 - 24.9	8	9.1	16	11.9	6	10.5	2	3.1	32	9.3
25 +	9	10.2	7	5.9	0	0.0	0	0.0	16	4.7
EMPLOYED										
Full-time	62	70.5	44	32.8	32	56.1	18	27.7	156	45.3
Part-time	11	12.5	21	15.7	5	8.8	19	29.2	56	16.3
Not-employed	14	15.9	58	43.3	16	28.1	27	41.5	115	33.4
RESIDENCE										
Ft. Scott	23	26.1	39	29.1	18	31.6	18	27.7	98	28.5
Bourbon Co.	27	30.7	38	28.4	27	47.4	35	53.8	127	36.9
Out of Co.	35	39.8	48	35.8	10	17.5	12	18.5	105	30.5
Out of St.	1	1.1	5	3.7	0	0.0	0	0.0	6	1.7
ENROLLED IN COLLEGE										
Full-time	7	8.0	20	14.9	-	-	-	-	27	12.2
Part-time	3	3.4	7	5.2	-	-	-	-	10	4.5
NO	76	86.4	105	78.4	-	-	-	-	181	81.5
AMT. OF EDUC.										
8 yrs.	9	10.2	7	5.2	-	-	-	-	16	7.2
1-3 yrs. H.S.	10	11.4	13	9.7	-	-	-	-	23	10.4
H.S. Diploma	30	34.1	47	35.1	-	-	-	-	77	57.5
Trade School	11	12.5	7	5.2	-	-	-	-	18	8.1
1 yr. Col.	9	10.2	24	17.9	-	-	-	-	33	14.9
2 yr. Col.	4	4.5	11	8.2	-	-	-	-	15	6.8
2 yr. Col. Degree	2	2.3	2	1.5	-	-	-	-	4	1.8
3 yr. Col.	3	3.4	1	0.7	-	-	-	-	4	1.8
4 yr. Col. Degree	8	9.1	4	3.0	-	-	-	-	12	5.4
Some Grad.	4	4.5	12	9.0	-	-	-	-	16	7.2
Masters	1	1.1	1	0.7	-	-	-	-	2	0.9
Doctorate	3	3.4	0	0.0	-	-	-	-	3	1.4

Compared to persons in other areas, somewhat fewer people in the study area want to learn. Seventy-eight percent of the respondents to the national survey and seventy-seven percent of the respondents to the St. Louis survey answered "yes" to this question.

Attitudes of Respondents Toward Fort Scott Community College

The researchers were interested in learning how the respondents felt about the community college and included several questionnaire items designed to determine community attitudes. Table 3 summarizes responses to each of those items.

Question number twenty-four asked: "Do you feel the area needs a community junior college such as the one at Fort Scott?"

Most respondents (85.4%) felt the college was "very valuable" or "moderately valuable" to the area. The would-be learners considered the college more valuable than did the non-learners; and within the would-be learners group, females rated the college "very valuable" more often than did the males (75.4% as compared to 64.8%).

Respondents were also asked to respond to question number twenty-five on the "Survey of Adult Learning:" "How well informed do you feel about Fort Scott Community College?"

Question number twenty-six was closely related: "Where do you get most of your information about the college at Fort Scott?"

Fifty-nine percent of the sample group felt at least adequately informed about the college. However, those feeling poorly informed or not informed represent a large group (35.8%). Interestingly, the would-be learners felt less well informed about the college than did the

TABLE 3

Attitudes of Respondents Toward Fort Scott Community College

	LEARNERS				NON-LEARNERS				TOTAL	
	Male		Female		Male		Female			
	F	%	F	%	F	%	F	%	F	%
VALUE OF COLLEGE										
Very Val.	57	64.8	101	75.4	24	42.1	28	43.1	210	61.0
Mod. Val.	24	27.3	21	15.7	18	31.6	21	32.3	84	24.4
Little Val.	3	3.4	4	3.0	6	10.5	8	12.3	21	6.1
No Val.	2	2.3	4	3.0	6	10.5	6	9.2	18	5.2
INFORMED										
Very Well	10	11.4	22	16.4	18	31.6	15	23.1	65	18.9
Adequate	30	34.1	61	45.5	15	26.3	28	43.1	134	39.0
Poorly	26	29.5	45	33.6	13	22.8	14	21.5	98	28.5
Not Informed	9	10.2	5	3.7	7	12.3	4	6.2	25	7.3
INFORMATION SOURCE										
Newspaper	43	48.9	86	64.2	26	45.6	37	56.9	192	55.8
Radio	15	17.0	22	16.4	7	12.3	19	29.2	63	18.3
TV	3	3.4	2	1.5	3	5.3	4	6.2	12	3.5
Col. Announce.	11	12.5	23	17.2	3	5.3	10	15.4	47	13.7
Col. Students	29	33.0	37	27.6	6	10.5	23	35.4	95	27.6
Friends	19	21.6	39	29.1	5	8.7	17	26.2	80	23.3
None	11	12.5	9	6.7	3	5.3	3	4.6	26	7.6
OFFICIAL REACTION										
Understand & Help	24	27.3	45	33.6	7	12.3	11	16.9	87	25.3
Pass-the-buck	19	21.6	21	15.7	9	15.8	17	26.2	66	19.2
Ignore Me	4	4.5	5	3.7	13	22.8	9	13.8	31	9.0
Don't Know	39	44.3	61	45.5	23	40.4	22	33.8	145	42.2
SATISFIED										
Yes	67	76.1	121	90.3	39	68.4	43	66.2	270	78.5
No	15	17.0	21	15.7	13	22.8	17	26.2	66	19.2

TABLE 3 (Continued)

	LEARNERS				NON-LEARNERS				TOTAL	
	Male		Female		Male		Female			
	F	%	FF	%	F	%	F	%	F	%
IMPROVEMENTS										
P.E. Bldg.	34	27.3	55	41.0	16	28.1	14	21.5	109	31.7
Park. Lots	12	13.6	13	10.0	2	3.5	8	12.8	35	10.2
More Sports	7	8.0	12	9.0	3	5.3	8	12.3	30	8.7
Adult Courses	26	29.5	55	41.0	6	10.5	15	23.1	102	24.7
Exten. Courses	15	17.0	30	22.4	0	0.0	11	16.9	56	16.3
Voc. Courses	46	52.3	68	50.7	13	22.8	23	35.4	150	43.6
Women's Courses	2	2.3	36	26.9	1	1.8	13	20.0	52	15.1
Curriculum	16	18.2	35	26.1	3	5.3	11	16.9	65	18.9
Other	12	13.6	33	24.6	2	3.5	3	4.6	50	14.5

non-learners. Over half (55.8%) the sample cited the newspaper as their source of information about the college; college students were the next best source of college information (27.6%); friends were next (23.3%), followed by the radio (18.3%); then college announcements (13.7%); and finally, TV (3.5%).

Question number twenty-seven on the "Survey of Adult Learning" asked: "If you were concerned about a problem at the college and contacted the appropiate officials, how do you think they would react?" Most of the respondents (42.2%) said they "didn't know how the officials would react." Of the remainder, twenty-five percent said the officials "would understand and try to help," nineteen percent believed the officials would attempt to "pass-the-buck," and nine percent felt they would be "ignored" by the college officials.

The research sample was asked to respond to question number twenty-eight: "In general, are you satisfied with the service Fort Scott Community College is giving the area?"

The overwhelming majority of the respondents (78.5%) answered "yes" to this question. The would-be learner group expressed satisfaction more frequently than did the non-learners, and females responded affirmatively more often than did males.

Questionnaire item twenty-nine inquired:

"If money were no object, what improvements would you recommend for Fort Scott Community College?"

Respondents ranked the choices available in this order: more technical, vocational, of occupational courses (43.6%); physical education building (31.7%); more courses for adults (29.7%); better curriculum (18.9%); more courses taught outside Fort Scott (16.3%); more courses for women (15.1%); better parking lots (10.2%); and more sports (8.7%).

Preferred Subjects and Skill Areas

The potential learners are interested in learning more about a variety of subjects. Table 4 records responses to questionnaire item two:

"Listed below is a wide variety of subjects and skills which people might wish to study or learn. Which ones interest you enough to spend a fair amount of time on them?"

In terms of broad areas of subject or skill learning popularity, the would-be learners of our area indicated interest as follows (in order of preference):

1. Vocational Subjects - (Total count 2.10 per respondent)
   (Architecture, Business, Art, Computers, Cosmetology, Education, Engineering, Trades, Journalism, Law, Management, Medical, Nursing, Sales, Technology)
2. Hobbies and Recreation - (total count 1.21 per respondent)
   (Crafts, Arts, Flight, Safety, Sports, Games, Travel)

TABLE 4

Preferred Subjects and Skill Areas

SUBJECTS	MALE, N = 88		FEMALE, N = 134		TOTAL, N = 222	
	F	%	F	%	F	%
Agriculture	36	41.0	14	10.4	50	22.5
Architecture	11	12.5	6	4.4	17	7.7
Basic Education	10	11.4	17	12.7	27	12.2
Biol. Science	2	2.3	13	9.7	15	6.8
Business Skills	29	33.0	39	29.1	68	30.6
Child Develop.	4	4.5	43	32.1	47	21.2
Citizen	3	3.4	4	3.0	7	3.2
Com. Art	2	2.3	10	7.5	12	5.4
Com. Problems	19	21.6	23	17.2	42	18.9
Data Processing	11	12.5	22	16.4	33	14.9
Cons. Ed.	5	5.7	19	14.2	24	10.8
Cosmetology	1	1.1	12	9.0	13	5.9
Crafts	12	13.6	60	44.8	72	32.4
Creative Writing	11	12.5	20	14.9	31	14.0
Education	4	4.5	19	14.2	23	10.4
Engineering	22	25.0	6	4.5	28	12.6
English	7	8.0	14	10.4	21	9.5
Environment	14	15.9	11	8.2	25	11.3
Fine Arts	11	12.5	26	19.4	37	16.7
Flt. Tr.	15	17.0	12	9.0	27	12.2
Gardening	18	20.5	50	37.3	68	30.6
Books	2	2.3	21	15.7	23	10.4
Home Repair	33	37.5	41	30.6	74	33.3

TABLE 4 (Continued)

SUBJECTS	MALE, N = 88		FEMALE, N = 134		TOTAL, N = 222	
	F	%	F	%	F	%
Humanities	2	2.3	15	11.2	17	7.7
Trades	19	21.6	9	6.7	28	12.6
Investment	31	35.2	33	24.6	64	28.8
Journalism	1	1.1	14	10.4	15	6.8
Language	7	8.0	24	17.9	31	14.0
Law	7	8.0	15	11.2	22	9.9
Management	14	15.9	11	8.2	25	11.3
Medicine	7	8.0	33	24.6	40	18.0
Dentistry	3	3.4	9	6.7	12	5.4
Nursing	4	4.5	32	23.9	36	16.2
Occult Science	2	2.3	13	9.7	15	6.8
Performance Arts	6	6.8	29	21.6	35	15.8
Psychology	7	8.0	24	17.9	31	14.0
Physical Fitness	24	27.3	44	32.8	68	30.6
Physical Science	3	3.4	4	3.0	7	3.2
Public Affairs	14	15.9	16	11.9	30	13.5
Public Speaking	15	17.0	20	14.9	35	15.8
Religion	13	14.8	36	26.9	49	22.1
Safety	5	5.7	24	17.9	29	13.1
Salesmanship	11	12.5	5	3.7	16	7.2
Sewing	3	3.4	44	32.8	47	21.2
Social Science	3	3.4	10	7.5	13	5.9
Sports	12	13.6	29	21.6	41	18.5
Tech. Skills	21	23.9	9	6.7	30	13.5
Travel	7	8.0	19	14.2	26	11.7

3. Personal Development - (total count 1.17 per respondent)

(Investment, Occult, Psychology, Fitness, Speaking, Religion)

4. Home and Family - (total count 1.06 per respondent)

(Child Development, Gardening, Repairs, Sewing, Cooking)

5. General Education - (total count 0.83 per respondent)

(Basic Education, Biology, Writing, English, Books, Humanities, Languages, Physical Science, Social Science)

6. Public Affairs - (total count 0.58 per respondent)

(Citizenship, Problems, Consumerism, Environment, Public Affairs)

Males are most interested in learning more about agriculture, home repair skills, investments, business skills, physical fitness and self-defense, engineering, community problems, trade skills, and gardening. Females, on the other hand, prefer to learn about crafts, gardening, physical fitness and self-defense, sewing and cooking skills, child development and child care, home repairs and do-it-yourself skills, business skills, religious studies, investments, medical technology, nursing, performing arts, and sports and games.

Conditions of Learning

The researchers were most interested in determining the various conditions that might affect adult learning in the service area of Fort Scott Community College. Table 5 provides a summary of responses to several questionnaire items relating to the conditions of learning.

Question number four on the "Survey of Adult Learning" asks:

> "Would you like to get credit toward a degree or some other certificate of satisfactory completion for learning this area?"

Over one-fourth of the respondents (27.5%) answered, "no, credit does not matter." The remainder of the would-be learners (73.9%) preferred to have some type of credit for their learning experiences. Of this group of respondents, twenty-eight percent desired credit toward a recognized degree (AA, BA, or Graduate). Another large group (41.4%) preferred credit in the form of certificates, high school diplomas, or licenses. In our sample more females sought credit (78.4%) than males (63.6%).

Another condition of adult learning investigated in this study was preferred frequency of learning. Questionnaire item five asked:

> "How often would you want to attend classes, training sessions, or study on your own?"

The largest percentage of would-be learners (56.3%) responded "one or two evenings per week." The next largest group (16.2%) said they wanted to learn "one or two afternoons per week."

A closely related question inquired about preferred length of study:

> "How long would you want to continue your training or study in this area?"

About twenty-one percent preferred to continue study six weeks or less while another ten percent would continue learning up to three months. The majority (65.8%) would be willing to spend at least one semester or more studying their preferred subject area. Surprisingly, over twenty-four percent of the would-be learners would be willing to continue their learning for a period of two-years or more.

The method of learning preferred by area adults was considered an important area of inquiry for this study. Question number six on the survey instrument asked:

"There are many ways in which people can take a course of study. How would you want to learn this area if you could do it any way you wanted?"

Data contained in Table 5 support the following statements related to preferred learning methods. About thirty percent of the potential learners preferred to learn via traditional lectures and classes. The remainder selected the following alternatives: conferences (15.8%), private teachers (2.3%), discussion or study groups (8.6%), travel-study groups (2.7%), on-the-job training (21.2%), correspondence course (3.2%), T.V. or video cassettes (2.7%), radio or audio cassettes (1.4%) group action projects (5.0%), and self study (10.4%).

Question number seven focused on a related problem, place of study:

"There are many places people can go to study or learn. Where would you want to go to learn the area you listed first in question 3?"

The largest number of respondents (23.0%) indicated that they would select the community college as a place to learn. Another twelve percent would select a vocational school; home would be the site of study for almost twelve percent. The four-year college was preferred by more than ten percent of the group while nine and one-half percent would go to a high school to learn. Almost seven percent would attend a special school for adult education and the remainder of the group would divide somewhat evenly among several other alternatives.

The researchers were interested to learn what would-be learners would be willing to pay for instruction. Table 5 contains a summary of responses to the following question:

TABLE 5

Conditions of Learning

	MALE, N = 88		FEMALE, N = 134		TOTAL, N = 222	
	F	%	F	%	F	%
CREDIT						
No	32	36.4	29	21.6	61	27.5
Certificate	18	20.5	22	16.4	40	18.0
H.S. Diploma	4	4.5	4	3.0	4	3.6
License	18	20.5	30	22.4	48	21.6
AA	10	11.4	14	10.4	24	10.8
BA, BS	4	4.5	27	20.1	31	14.0
MA, PhD	3	3.4	3	2.2	6	2.7
Other	2	2.3	5	3.7	7	3.2
FREQUENCY						
1-2 ev/wk.	56	63.6	69	51.5	125	56.3
1-2 aftn/wk.	8	9.1	28	20.9	36	16.2
1-2 morn/wk.	3	3.4	13	9.7	16	7.2
1-2 Full days/wk.	4	4.5	8	6.0	12	5.4
1-2 Weekends/days	5	5.7	4	3.0	9	4.1
Summer sessions	6	6.8	5	3.7	11	5.0
METHOD OF LEARNING						
Lectures	21	23.9	46	34.3	67	30.2
Conferences	15	17.0	20	14.9	35	15.8
Private Teachers	2	2.3	3	2.2	5	2.3
Discussion	6	6.8	13	9.7	19	8.6
Travel-study	4	4.5	2	1.5	6	2.7
OJT	28	31.8	19	14.2	47	21.2
Corres. Course	4	4.5	3	2.2	7	3.2
TV	3	3.4	3	2.2	6	2.7
Radio	1	1.1	2	1.5	3	1.4
Group Action	6	6.8	5	3.7	11	5.0
Self Study	12	13.6	11	8.2	23	10.4
Other	0	0.0	0	0.0	0	0.0
LEARNING CENTER						
High School	10	11.4	11	8.2	21	9.5
Two-Yr. College	16	18.2	35	26.1	51	23.0
Voc. School	17	19.3	10	7.5	27	12.2
Four-Yr. College	8	9.1	15	11.2	23	10.4
Grad. School	3	3.4	2	1.5	5	2.3
Adult School	3	3.4	12	9.0	15	6.8

TABLE 5 (Continued)

	MALE, N = 88		FEMALE, N = 134		TOTAL, N = 222	
	F	%	F	%	F	%
Business Site	4	4.5	3	2.2	7	3.2
Employer	4	4.5	1	0.7	5	2.3
Rel. Group	3	3.4	5	3.7	8	3.6
Com. Org.	3	3.4	4	3.0	7	3.2
Corres. School	2	2.3	6	4.5	8	3.6
Gov. Agency	1	1.1	0	0.0	1	0.5
Library	0	0.0	0	0.0	0	0.0
Studio	1	1.1	6	4.5	7	3.2
Recre. Group	0	0.0	1	0.7	1	0.5
Ind. Inst.	2	2.2	4	3.0	6	2.7
Home	11	12.5	15	11.2	26	11.7
Other	1	1.1	1	0.7	2	0.9
LENGTH OF STUDY						
6 wks.	20	22.7	26	19.4	46	20.7
3 months	11	12.5	10	7.5	21	9.5
1 semester	16	18.2	32	23.9	48	21.6
2 semesters	8	9.1	16	11.9	34	15.3
3 semesters	3	3.4	7	5.2	10	4.5
2 years	11	12.5	12	9.0	23	10.4
Over 2 years	10	11.4	21	15.7	31	14.0
WILLING TO PAY						
Nothing	0	0.0	18	13.4	18	8.1
< 25	22	25.0	37	27.6	59	26.6
25 - 50	19	21.6	38	28.4	57	25.7
50 - 100	12	13.6	11	8.2	31	14.0
100 - 200	5	5.7	12	9.0	17	7.7
> 200	10	11.4	13	9.7	23	10.4

"If there were a charge for the course or activity you named in Question 3, how much would you be willing to pay?"

Most respondents (84.2%) expect to pay for instruction received. In our area, the largest group of potential learners (26.6) would rather pay less than twenty-five dollars for their learning experience or activity, twenty-six percent would pay twenty-five to fifty dollars, and thirty-two percent would pay more than fifty dollars to learn their preferred subject. Over ten percent expect to pay in excess of two hundred dollars for their learning.

Reasons for Continued Learning

Assuming that most educators and many other persons in our area would want to understand the motivations prompting continued adult learning, the researchers asked the following question:

"Still thinking of your first choice in Question 3, how important is each of the following reasons to you for wanting to learn the area?"

Table 6 lists the percentages of the respondents answering "somewhat important" or "very important" to each of the reasons given for continued learning. The most popular reason for continued learning (83.3%) was to become better informed (enrichment). The next most frequently indicated reason for learning (64.4%), was to "become a happier person." Sixty-two percent report curiosity as an important reason for learning, sixty-one percent want to become more effective citizens, fifty-five percent saw learning as a means to meet new people, and fifty-two percent hoped to become better parents. Other important reasons for learning included feeling a sense of belonging (51.8%), to better understand community problems (49.5%), to meet requirements of employer (48.6%),

TABLE 6

Reasons For Continued Learning

	MALE		FEMALE		TOTAL	
	F	%	F	%	F	%
Reasons						
New Job	37	42.0	70	52.2	107	48.2
Adv. Job	49	55.7	55	41.0	104	46.8
Enrich.	68	77.3	117	87.3	185	83.3
Meet Peop.	36	40.9	85	63.4	121	54.5
Requirements	22	25.0	58	43.3	80	36.0
Bet. Parent	39	44.3	77	57.5	116	52.3
Routine	29	32.9	70	52.2	99	44.6
License	32	36.4	68	50.7	100	45.0
Comm. Prob.	39	44.3	71	53.0	110	49.5
Church	36	40.9	52	38.8	88	39.6
Employ. Rqmts.	41	46.6	67	50.0	108	48.6
Citizens	47	53.4	87	66.4	136	61.3
Degree	30	34.1	62	46.3	92	41.4
Culture	44	50.0	61	45.5	105	47.3
Belonging	35	39.8	80	59.7	115	51.8
Curiosity	51	58.0	86	64.2	137	61.7
Happier	42	47.7	101	75.4	143	64.4
Solve Prob.	31	35.2	49	36.6	80	36.0
Pers. Prob.	24	27.3	64	47.8	88	39.6
Spiritual	31	35.2	66	49.3	97	43.7
Other	0	0.0	10	7.5	10	4.5

to help get a new job (48.2%), to help advance in present job (46.8%), and to work toward certification of learning (45.0%). Other reasons for learning were selected by less than fourty-five percent of the would-be learners.

Obstacles to Learning

The researchers were especially concerned to discover the barriers which prevent "would-be learners" from participating in continued learning. Question number eleven on the "Survey of Adult Learning" asked:

> "Many things stop people from taking a course of study or learning a skill. Check all those listed below that you feel are important in keeping you from learning what you want to learn."

The responses to this questionnaire item are presented in Table 7. Among the would-be learners, time (57.2%), cost (43.2%), full-time requirements (40.5%), home responsibilities (34.7%), and job responsibilities (34.2%) were listed most frequently as obstacles to learning. Other access barriers listed by the respondents included: time to complete program (22.5%), scheduling conflicts (21.6%), fear of being to old (18.0%), attendance requirements (16.2%), and lack of available courses (13.1%).

Cost, home responsibilities, full-time requirements, and lack of child care appear to be more important barriers to females than to males. On the other hand, males are more concerned than females about job responsibilities, attendance requirements, scheduling conflicts, and time.

Preferred Sources of Educational Advice

Working under the assumption that the delivery of educational opportunities might be affected by the amount and quality of educational information and advice available, the researchers asked:

TABLE 7

Obstacles To Learning

	MALE		FEMALE		TOTAL	
	F	%	F	%	F	%
Obstacles						
Cost	32	36.4	64	47.8	96	43.2
Time	52	59.1	75	56.0	127	57.2
Prg. Time	19	21.6	31	23.1	50	22.5
Credit	8	9.1	9	6.7	17	7.7
Attend.	18	20.5	18	13.4	36	16.2
Learn ?	2	2.3	10	7.5	12	5.4
Place	4	4.5	8	6.0	12	5.4
Child Care	3	3.4	16	11.9	19	8.6
Schedule	23	26.1	25	18.7	48	21.6
Full Time	31	35.2	59	44.0	90	40.5
No Info.	9	10.2	17	12.7	26	11.7
Trans.	2	2.3	13	9.7	15	6.8
Red Tape	5	5.7	12	9.0	17	7.7
Ambitious	2	2.3	2	1.5	4	1.8
Idea	2	2.3	7	5.2	9	4.1
Home Resp.	20	22.7	57	42.5	77	34.7
Job Resp.	38	43.2	38	28.4	76	34.2
Lack Energy	0	0.0	10	7.5	10	4.5
Too Old	14	15.9	26	19.4	40	18.0
Lack Conf.	6	6.8	13	9.7	19	8.6
Requirements	3	3.4	6	4.5	9	4.1
Avail. Crs's	12	13.6	17	12.7	29	13.1
Don't Enjoy	5	5.7	10	7.5	15	6.8
Tired School	6	6.8	10	7.5	16	7.2
Other	3	3.4	9	6.7	12	5.4

"People often need information and advice before beginning a course of study or during a course. Some people find it helpful to talk with professional counselors at a school or college or at a community, government, or social agency. Others would rather talk with employers, friends, or members of their family. With whom, if anybody, would you discuss each one of the matters listed below?"

The responses to this question are presented in summary form in Table 8. For information and advice concerning the availability of educational programs, most respondents (73.9%) prefer to go to a school, college, or social counselor. Their preference is more equally divided related to information and advice on paying for studies. Thirty percent would go to counselors, thirty percent would seek advice from friends or family, and twenty-two percent would not seek any advice. Relative to enrollment procedures (71.2%) planning a degree program (61.3%), selecting a course (52.7%), and improving study habits (51.8%), most would-be learners would consult a counselor.

When seeking information concerning employment possibilities as a result of training, thirty-two percent would utilize a counselor, twenty-five percent would go to an employer, eight percent would consult friends or family, and eighteen percent would ask no one. For determining the possible uses of training, fourty-two percent would consult counselors, eleven percent would seek the advice of employers, ten percent would ask friends and family, and sixteen percent would not seek advice.

Women tend to seek advice from counselors more frequently than men on all questions except paying for studies, for which the largest group (38.8%) would go to friends or families for advice. Women also appear

TABLE 8

Educational Advice

	MALE		FEMALE		TOTAL	
	F	%	F	%	F	%
Avail. Programs						
Couns.	57	64.8	107	79.9	164	73.9
Emplyr.	3	3.4	4	3.0	7	3.2
Fr. Family	10	11.4	9	6.7	19	8.6
No One	2	2.3	10	7.5	12	5.4
Pay for Study						
Couns.	27	30.7	40	29.9	67	30.2
Emplyr.	3	3.4	5	3.7	8	3.6
Fr. Family	14	15.9	52	38.8	66	29.7
No One	21	23.9	27	20.1	48	21.6
Enrollment						
Couns.	55	62.5	103	76.9	158	71.2
Emplyr.	4	4.6	3	2.2	7	3.2
Fr. Family	2	2.3	6	4.5	8	3.6
No One	7	8.0	10	7.5	17	7.7
Plan Degree						
Couns.	47	53.4	89	66.4	136	61.3
Emplyr.	3	3.4	1	0.7	4	1.8
Fr. Family	2	2.3	8	6.0	10	4.5
No One	12	13.6	16	11.9	28	12.6
Select Course						
Couns.	41	46.6	76	56.7	117	52.7
Emplyr.	2	2.3	2	1.5	4	1.8
Fr. Family	9	10.2	17	12.7	26	11.7
No One	13	14.8	26	19.4	39	17.6

TABLE 8 (Continued)

	MALE		FEMALE		TOTAL	
	F	%	F	%	F	%
Habits						
Couns.	44	50.0	71	53.0	115	51.8
Emplyr.	2	2.2	3	2.2	5	2.3
Fr. Family	7	8.0	13	9.7	20	9.0
No One	11	12.5	27	20.1	38	17.1
Results						
Couns.	19	21.6	53	39.6	72	32.4
Emplyr.	25	28.4	30	22.4	55	24.8
Fr. Family	7	8.0	11	8.2	18	8.1
No One	13	14.8	26	19.4	39	17.6
Uses						
Couns.	36	40.9	58	43.3	94	42.3
Emplyr.	6	6.8	19	14.2	25	11.3
Fr. Family	7	8.0	15	11.2	22	9.9
No One	13	14.8	23	17.2	36	16.2

to be more independent than men as indicated by the frequency with which they would seek advice from no one. This is true for such problems as availability of programs, choosing a course, improving study habits, employment possibilities as a result of training, and uses of training.

4. SUMMARY OF FINDINGS

Results of this study confirm that the number of would-be learners in our area is quite large. Generalizing the findings of the study to the total three-county area would indicate that the potential learners (64.5% of the population) may number in excess of thirty-nine thousand (39,239). Many of these would be willing to learn in traditional ways

(30%), in traditional schools and colleges (43%), in the evenings (56%), and for at least one semester (66%). The remainder will need to be served by new, non-traditional delivery systems not yet provided in our area. If the findings of this study may be believed, the educational delivery system designed to reach more of these would-be learners should reflect the following points.

Subject and Skill Emphasis

This study supports the hypothesis that most would-be adult learners are interested in one or two main areas of study: vocational subjects (average rate of selection = 2.1 per respondent), hobbies and recreational subjects (average rate of selection = 1.21 per respondent), and personal development subjects (average rate of selection = 1.17 per respondent). The researchers think it is important to note that these are not the subject areas most often emphasized in post-secondary education in our area. Approximately eighty percent of the curriculum at Fort Scott Community College serves the general education needs of the community and yet the selection rate of general educations subjects in this study was only 0.83 per respondent. Educational delivery systems designed to serve would-be adult learners in our area will need to reflect these preferences for non-traditional subjects.

Conditions of Learning

Since most potential learners (74%) will demand some type of credit (degree, diploma, certificate, or license), the delivery system designed to serve them must provide a means for crediting non-traditional types of learning. The learning experience will also most usually occur at

night when most persons (56.3%) would like to have it; it will be flexible in length to serve those willing to study six weeks or less as well as those willing to devote a full semester or more to study.

Much of the learning experiences designed to serve the identified group of would-be learners could use the traditional lecture/classroom method, but many learners would also attend conferences (15.8%) and would study on their own (10.4%). Also, at least fifty-five percent of the potential learners would attend a traditional location to learn (community college, four-year college, public school, or vocational school). However, it is significant that almost twelve percent would rather study at home and another seven percent want to attend a special adult school.

Finally, educators and public officials will probably have to discover some means of delivering educational experiences to the non-traditional learner less expensively than they are now providing. The evidence indicates that considerably less than half the sample group (60.4%) would pay no more than fifty dollars to learn their preferred subject or skill. One fourth (26.6%) would pay less than the price of a three-hour course at FSCC.

Reasons for Continued Learning

Designers of education for the would-be adult learners of our area must be aware of the motivation for learning perceived by this group. The learning experience should help most learners become better informed and should contribute to their personal enjoyment and enrichment. Many people want their learning experience to contribute to their personal happiness, to satisfy their curiosity, and to help them become more effective citizens. Some learning opportunities ought to be designed

to help adults become better parents, to better understand community problems, and to obtain a sense of belonging. And certainly many of the educational experiences should address the vocational objectives of would-be learners.

Obstacles to Learning

In order to deliver educational experiences to would-be learners, educators must learn to reduce the access barriers identified in this study. These include time, cost, full-time attendance requirements, home and job responsibilities, and other obstacles. These problems are clearly limiting the effectiveness of present, traditional delivery systems of educational experiences. It is the responsibility of the public educational institutions of this area to design and implement non-traditional delivery systems which eliminate or greatly minimize these constraints to continued learning in our area.

Educational Information and Advice

It would appear that the traditional school, college, or social counselor can be effective in providing educational information and advice. The problem is one of available numbers, coverage, and adequate training. There are not enough qualified counselors available to cover the area studied and many of those available have limited knowledge of the non-traditional students or of non-traditional educational opportunities available.

Attitudes Toward Fort Scott Community College

This study shows that respondents are generally satisfied with the college and agreed that the area needs a community college. Unfortunately,

many people feel inadequately informed about the college, and there is strong evidence that the college is not utilizing all available means of communication to keep people well informed.

The evidence supports the conclusion that there are some improvements the community would definitely like to see at Fort Scott Community College. Heading this list was a demand for more occupational, technical, and vocational courses. Apparently the community sees this as the single most important need of the college. Other improvements suggested included a physical education building, more adult courses, better curriculum, and more extension courses.

5. CONCLUSIONS AND RECOMMENDATIONS

The researchers believe that this study strongly supports the following conclusions.

1. That several thousand persons in the immediate service area of Fort Scott Community College desire to obtain additional learning, but are not being served by traditional educational programs and institutions.
2. That the post-secondary educational services available to residents of our service area should be made significantly more comprehensive.
3. That the educational services provided by Fort Scott Community College must be made considerably more flexible in nature in order to serve many would-be learners in our area.
4. That Fort Scott Community College has not developed an adequate information and advisory system for communicating with the residents of its service area.

Based upon these conclusions, the researchers wish to make the following recommendations. They are based on the research findings recorded in this report, but no attempt has been made to order them in priority of importance.

1. That Fort Scott Community College should do everything possible to increase the comprehensiveness of learning opportunities for non-traditional students. Particular attention should be devoted to providing:

   a. More occupational, vocational, or technical education.

   b. Learning opportunities that fall in the hobbies and recreational categories.

   c. Increased opportunities to learn various subjects designed for the personal development of the would-be learners.

2. That Fort Scott Community College commit institutional resources to provide more flexible learning opportunities designed to minimize the barriers which impede would-be learners in our area. Some suggestions for accomplishing this goal are given below.

   a. Off-Campus Instruction is provided by FSCC in three locations now. Such instruction may utilize a library, an industrial site, a store front, a high school or even an apartment complex. In any case the instructor(s) usually travel from a campus to meet a class at the off-campus location. Qualified local instructors are also often employed. This type of instruction costs about the same as on-campus, in-class instruction.

   b. Self-Directed Learning opportunities are designed to individualize student learning through the development of a unique learning contract. The learning contract is mutually developed by a teacher and a student. The contract specifies the course outcomes, the learning activities which must be completed by the student and the teacher and the nature and dates of the course

evaluations. When the contract is completed, the teacher awards grade and credit based on successful achievement. This type of instruction costs about the same as on-campus, in-class instruction.

c. Correspondence Study. Under this mode of operation, students usually receive lesson materials through the mail. These materials are completed by the student, mailed in for evaluation, evaluated by a teacher and returned to the students. When the lessons have been completed and evaluated, the student usually takes a comprehensive examination. Grade and credit are based on student achievement as measured by lessons completed and the examination(s). This type of instruction usually costs a little less than on-campus, in-class instruction.

d. Short Term Workshops, (conferences, seminars) could be used. These activities have the advantage of providing the learner with a total immersion experience in the concept(s) to be learned. These intense experiences are usually highly motivating and often produce results (achievement) not easily matched by other learning arrangements. These instructional modes usually cost about the same as on-campus, in-class instruction.

e. Packaged Learning materials might be used, although this study indicates there might be some learner resistence. Packages usually contain audio-visual materials, printed materials, learning activities and practice materials. Credit and grade are awarded by demonstrated competency through testing. This mode of operation has many advan-

tages in that each student moves at an individual rate and most students achieve at a higher level. The cost of this type of instruction is less than on-campus, in-class instruction.

f. Television Instruction has been used in several metropolitan areas with success. However, the evidence indicates little interest in TV instruction in our area. At this time, quite a few quality TV courses are available from several national agencies. Otherwise, costs for developing programs are quite high. Also, we are limited in Educational TV or Cable TV coverage in our area.

g. Amplified Telephone Instruction is a successful technique which has been used by many colleges. This mode of instruction allows the teacher to address groups of students at distant locations. The system is usually two-way so that students can ask questions. The cost of this instruction is about the same as the cost of on-campus, in-class instruction.

h. Individualized Learning is used by some community colleges as a most flexible mode of instruction. Under this mode, students may register any day of the year and, of course, may graduate (or drop out) any day of the year. Each course is available in a packaged format. Instructors and instructor aides remain in their academic or skill area, helping students as necessary as they proceed through their course(s). When students achieve the requirements of a course unit or the entire course, the instructor(s) validates this achievement for appropriate credit. Student achievement under this operational mode may result from on-campus and/or off-campus learning. Individualized instructional

costs are about the same as on-campus, in-class costs.

i. On-the-Job education may involve a cooperative arrangement between a college and a business or industry. Or it may involve the utilization of an adjunct instructor who possesses the unique background required to assist students in the learning of specified competencies. In either case, on-the-job learning is appropriate for many non-traditional learners. Moreover, a large percentage of the respondents indicated a preference for this mode of learning. The costs of such instruction is probably about the same as on-campus, in-class instruction.

3. That Fort Scott Community College make every effort to improve its information and advisory services to residents of the area. The results of this study indicate that the following activities might prove helpful:

a. Make a more concentrated effort to utilize public media, especially radio and television stations.

b. Develop more frequent and more effective college bulletins and announcements and improve the distribution system.

c. Better utilize the traditional college student body to communicate information about the college and educational programs.

d. Develop a well conceived and unified public information system utilizing all the items suggested above.

e. Make a repetitive and concentrated effort to keep all area counselors and other public officials informed of educational opportunities and programs available from FSCC.

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APPENDIX A

LETTER GRANTING PERMISSION TO USE
THE "SURVEY OF ADULT LEARNING"

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08540

Area Code 609
921 - 9000
CABLE-EDUCTESTSVC

Russell W. Martin, Jr.
Assistant Treasurer

October 30, 1974

Mr. Elbert C. Hutchins
Dean of Instruction
Fort Scott Community College
2108 S. Horton Street
Fort Scott, Kansas 66701

Dear Dean Hutchins:

I have been asked to respond to your request for permission to adapt and use the Survey of Adult Learning in a study you are conducting at Fort Scott Community College. Educational Testing Service is pleased to grant this permission, which is nonexclusive and without fee. Since this survey now appears as an Appendix in the book Planning Non-Traditional Programs, published in March, 1974, by Jossey-Bass, Inc., your credit line should include this information, as well as a credit to ETS, and the fact that the instrument was adapted and reproduced by permission.

Data resulting from your study which you think may be of interest should be sent directly to Mr. Peterson in our Berkeley office.

Sincerely,

(Mrs.) Dorothy Urban
Copyrights, Licensing and
Permissions Administrator

DU/lrs

cc: Mr. Peterson
Mr. Walton

APPENDIX B

SCHEDULE OF RESEARCH ACTIVITIES

SCHEDULE OF RESEARCH ACTIVITIES
FOR THE ADULT LEARNING
PROJECT

1.	Consultant Visit (Dr. Walter E. Hunter)	Oct. 24-25
2.	Obtain Permission to use ETS "Survey of Adult Learning"	Nov. 4
3.	Revise and Adopt Questionnaire	Nov. 6-12
4.	Print Questionnaire	Nov. 14-18
5.	Develop Random Sample	Nov. 18-20
6.	Train Interviewers	Nov. 18-25
7.	Distribute & Collect Questionnaires	Nov. 25 - Dec. 20
8.	Complete Data Summaries	Feb. 15
9.	Complete Data Analysis	Feb 28
10.	Complete 1st draft of Report	Mar. 10
11.	Complete typing report	Mar. 31
12.	Complete printing, binding, etc.	Apr. 11

APPENDIX C

SURVEY OF ADULT LEARNING

fort scott community college
2108 s. horton street / fort scott, kansas 66701 / 316 223-2700

SURVEY

OF

ADULT LEARNING

The purpose of this survey is to find out what kinds of things adults in our area would like to learn outside of full-time schooling.

There are many explorations now going on to find ways of bringing education to more and more people. Your answers to this questionnaire will help us in making recommendations to educators, government officials, and business men regarding wider opportunities for learning for all adults.

You were chosen as part of a carefully selected sample of area adults. Your answers, therefore, are very important in making the survey results as accurate as possible.

In responding to this survey, you will be asked to check (✓) one or more choices for about 30 questions. The questions are easy to answer, and the survey should take only a short time to complete.

The information you give will be held in the strictest confidence. Your own answers will not be identified in any way.

Thank you for your cooperation.

Acknowledgements

This questionnaire has been adapted and is used with the permission of Educational Testing Service, Princeton, New Jersey. ETS developed the original instrument for use in a national survey for the Commission on Non-Traditional Study. The questionnaire has since been reproduced as an appendix in the book, Planning Non-Traditional Programs, published in March, 1974, by Jossey-Bass, Inc.

president: m. leon foster

1. Is there anything in particular that you would like to know more about, or would like to learn how to do better? (please check one)

_____ yes
_____ no

If you answered YES, please complete all items. If you answered NO, please turn to item number 16 and complete the remaining items.

2. Listed below is a wide variety of subjects and skills which people might wish to study or learn. Which ones interest you enough to spend a fair amount of time on them? (check all that apply)

_____ 1. Agricultural subjects, farming
_____ 2. Architecture
_____ 3. Adult basic education, such as reading, basic math
_____ 4. Biological Science
_____ 5. Business skills

_____ 6. Child development and Child care
_____ 7. Citizenship, Americanization
_____ 8. Commercial Art
_____ 9. Community problems such as housing, jobs, etc.
_____ 10. Computers and data processing

_____ 11. Consumer education
_____ 12. Cosmetology, hair dressing, barbering
_____ 13. Crafts, such as woodworking, weaving, knitting, painting, etc.
_____ 14. Creative writing: writing letters, short stories, poetry, etc.
_____ 15. Education

_____ 16. Engineering: civil, electrical, mechanical, etc.
_____ 17. English
_____ 18. Environment, pollution, conservation
_____ 19. Fine Arts: music, drama, sculpture, painting
_____ 20. Flight training, ground school

_____ 21. Gardening: vegetable, flower, lawns
_____ 22. Great Books
_____ 23. Home repairs and do-it-yourself skills
_____ 24. Humanities: literature, history, geography, etc.
_____ 25. Trades: such as printing, masonery, plumbing, construction

_____ 26. Investments, such as money, finance
_____ 27. Journalism
_____ 28. Languages, such as French, German, Spanish
_____ 29. Law
_____ 30. Management skills, such as business administration, hotel management

_____ 31. Medical technology, such as x-ray technician, dental assistant
_____ 32. Medicine, Dentristry
_____ 33. Nursing
_____ 34. Occult Sciences, such as astrology, tarot
_____ 35. Performing arts, such as dance, music, drama

_____ 36. Personal psychology, such as encounter groups
_____ 37. Physical fitness and self defense, such as exercises, karate
_____ 38. Physicals sciences, such as physics
_____ 39. Public affairs, such as current events, world problems
_____ 40. Public speaking

_____ 41. Religious studies, such as Bible, world religions
_____ 42. Safety, such as first aid, water safety
_____ 43. Salesmanship
_____ 44. Sewing, cooking
_____ 45. Social sciences, such as ethnic studies, economics, government

_____ 46. Sports and games, such as golf, bridge, swimming, boating
_____ 47. Technical skills, such as auto mechanics, T.V. repair, drafting
_____ 48. Travel, foreign lands
_____ 49. Other, please specify _____

3. Of the areas listed in question 2, which would you most like to study or learn? Please write in the names or numbers of your first, second, and third choices in the spaces below.

First Choice _____
Second Choice _____
Third Choice _____

Please answer questions 4 through 10 by thinking about the area you listed first in question 3.

4. Would you like to get credit toward a degree or some other certificate of satisfactory completion for learning this area? (Check on of the following)

_____ 1. No, doesn't matter, don't care
_____ 2. Certificate of satisfactory completion
_____ 3. Credit toward high school diploma
_____ 4. Credit toward skill certificate or license
_____ 5. Credit toward a two-year college degree (AA)
_____ 6. Credit toward a four-year college degree (BA,BS)
_____ 7. Credit toward an advanced degree (MA,PhD)
_____ 8. Other, please specify _____
_____

5. How often would you want to attend classes, training sessions, or study on your own? (check only one)

_____ 1. One or two evenings per week
_____ 2. One or two afternoons per week
_____ 3. One or two mornings per week
_____ 4. One or two full days per week
_____ 5. One or two weekend days
_____ 6. Summer sessions

6. There are many ways in which people can take a course of study. How would you want to learn this area if you could do it any way you wanted? (Check the one which best describes how you would like to study this field.)

_____ 1. Lectures or classes
_____ 2. Short term conferences, institutes, workshops
_____ 3. Individual lessons from a private teacher
_____ 4. Discussion groups, informal book club, or study group
_____ 5. Travel-study program

_____ 6. On-the-job training, internship
_____ 7. Correspondance course
_____ 8. T.V. or vidio cassettes
_____ 9. Radio, records, or audio cassettes
_____ 10. Work on a group action project

_____ 11. Study on my own, no formal instruction
_____ 12. Other, please specify _____
_____

7. There are many places people can go to study or learn. Where would you want to go to learn the area you listed first in question 3? (Check only one)

_____ 1. High school, day or evening
_____ 2. Two year community junior college
_____ 3. Vocational, trade, technical, or business school
_____ 4. Four-year college or university
_____ 5. Graduate school
_____ 6. Special school for adult education
_____ 7. Business or industrial site
_____ 8. Employer
_____ 9. Religious institution or group
_____ 10. Community or social organization, such as YMCA

_____ 11. Correspondance school
_____ 12. Government agency (federal, state, or local)
_____ 13. Library or other cultural institution such as a museum
_____ 14. Fine or performing arts or crafts studio
_____ 15. Recreational or sports groups

_____ 16. Individual instructor
_____ 17. Home
_____ 18. Other, please specify _____
_____

8. How long would you want to continue your training or study in this area? (Check only one)

_____ 1. Six weeks or less
_____ 2. Three months
_____ 3. One semester (4½ months)
_____ 4. Two semesters
_____ 5. Three semesters
_____ 6. Two years
_____ 7. Over Two years

9. Still thinking of your first choice in Question 3, how important is each of the following reasons to you for wanting to learn the area? Respond in columns A, B, or C for each reason listed below. (Please check one blank in each row)

	A not important	B somewhat important	C very important
1. Help get a new job	_____	_____	_____
2. Help to advance in present job	_____	_____	_____
3. Become better informed, personal enjoyment, and enrichment	_____	_____	_____
4. Meet new people	_____	_____	_____
5. Meet requirements for geeting into an educational program	_____	_____	_____
6. Be a better parent, husband, or wife	_____	_____	_____
7. Get away from the routine of daily living	_____	_____	_____
8. Work toward certification or licensing	_____	_____	_____
9. Better understand community problems	_____	_____	_____
10. Be better able to serve my church	_____	_____	_____
11. Meet the requirements of my employer, profession, or someone in authority	_____	_____	_____
12. Become a more effective citizen	_____	_____	_____
13. Work toward a degree	_____	_____	_____
14. Learn more about my own background and culture	_____	_____	_____
15. Feel a sense of belonging	_____	_____	_____
16. Curiosity, learn for the sake of learning	_____	_____	_____
17. Become a happier person	_____	_____	_____
18. Work toward solutions of problems such as discrimination and polution	_____	_____	_____
19. Let away from personal problems	_____	_____	_____
20. Improve my spiritual well-being	_____	_____	_____
21. Other _____	_____	_____	_____

10. If there were a charge for the course or activity you named in Question 3, how much would you be willing to pay? (Check only one)

_____ 1. Nothing, would not pay
_____ 2. Less than $25
_____ 3. Between $25 and $50
_____ 4. Between $50 and $100
_____ 5. Between $100 and $200
_____ 6. More than $200

11. Many things stop people from taking a course of study or learning a skill. Check all those listed below that you feel are important in keeping you from learning what you want to learn.

_____ 1. Cost, including books, learning materials, child care, transportation, as well as tuition
_____ 2. Not enough time
_____ 3. Amount of time required to complete program
_____ 4. No way to get credit for a degree
_____ 5. Strict attendance requirements

_____ 6. Don't know what I'd like to learn or what it would lead to
_____ 7. No place to study or practice
_____ 8. No child care
_____ 9. Courses I want aren't scheduled when I can attend
_____ 10. Don't want to go to school full-time

_____ 11. No information about places or people offering what I want
_____ 12. No transportation
_____ 13. Too much red tape in getting enrolled
_____ 14. Hesitate to seem too ambitious
_____ 15. Friends or family don't like the idea

_____ 16. Home responsibilities
_____ 17. Job responsibilities
_____ 18. Not enough energy and stamina
_____ 19. Afraid that I'm too old to begin
_____ 20. Low grades in the past, not confident of my ability

_____ 21. Don't meet requirements to begin program
_____ 22. Courses I want don't seem to be available
_____ 23. Don't enjoy studying
_____ 24. Tired of going to school, tired of classrooms
_____ 25. Other, describe _____
_____

12. Check the one item below that shows the amount of formal education you have had.

_____ 1. Eight years of school or less
_____ 2. One to three years of high school
_____ 3. High School diploma
_____ 4. Business or trade school
_____ 5. One year of college

_____ 6. Two years of college
_____ 7. Two-year college degree
_____ 8. Three years of college
_____ 9. Four-year college degree
_____ 10. Some graduate or professional school

_____ 11. First post graduate degree (law degree, MA, MSW)
_____ 12. Doctorate degree (PhD, MD, EdD)

13. People often need information and advice before beginning a course of study or during a course. Some people find it most helpful to talk with professional counselors at a school or college or at a community, government, or social agency. Others would rather talk with employers, friends, or members of their family. With whom, if anybody, would you discuss each one of the matters listed below? Respond in columns A, B, C, D, or E for each kind of problem. Please check one space in each row.

	A Counselor at a school or college	B Counselor at social, government or community agency	C Employer	D Friends or family	E Nobody
Availability of educational programs	_____	_____	_____	_____	_____
Paying for studies	_____	_____	_____	_____	_____
Enrollment procedures	_____	_____	_____	_____	_____
Planning a degree program	_____	_____	_____	_____	_____
Choosing a course	_____	_____	_____	_____	_____
Improving study habits or techniques	_____	_____	_____	_____	_____
Employment possibilities as a result of training	_____	_____	_____	_____	_____
Uses of training or study	_____	_____	_____	_____	_____
Other, please describe _____	_____	_____	_____	_____	_____

14. Are you enrolled in school or college at the present time?

_____ 1. Yes, full-time
_____ 2. Yes, part-time (half-time or less)
_____ 3. No

15. Here are some reasons people have given for not taking more courses or instruction. Check all those reasons that apply to you.

_____ 1. I'd be interested in taking some type of course, but there's nothing like that available around here.
_____ 2. The courses I've heard about sound pretty dull.
_____ 3. I can learn all I need to know without taking courses to do it.
_____ 4. I'm much to busy with other things right now, and just wouldn't have the time.
_____ 5. I'm interested in a lot of things, but I really don't enjoy studying.
_____ 6. Right now, I just couldn't afford it.
_____ 7. I've never thought about taking a special course.
_____ 8. Other, please describe _____

_____

For statistical purposes only, we need to know something about your background.

16. Indicate your sex

_____ 1. Female
_____ 2. Male

17. Your age

_____ 1. Under 25
_____ 2. 25-29
_____ 3. 30-34
_____ 4. 35-44
_____ 5. 45-54
_____ 6. 55 and over

18. Your race

_____ 1. White
_____ 2. Black, Negro
_____ 3. Latin-American, Chicano, Puerto Rican
_____ 4. Asian, Oriental
_____ 5. Native American, American Indian
_____ 6. Other, please specify

_____

19. What is your marital status?

_____ 1. Single
_____ 2. Married
_____ 3. Widowed
_____ 4. Divorced, separated

20. How many children, 17 years or younger, do you have?

_____ 1. One
_____ 2. Two
_____ 3. Three
_____ 4. Four
_____ 5. Five or more
_____ 6. none

21. Approximately what was the combined income of you and your spouse (if married) last year (before taxes)?

_____ 1. Less than $3,000
_____ 2. $3,000 to $4,999
_____ 3. $5,000 to $6,999
_____ 4. $7,000 to $7,999
_____ 5. $8,000 to $9,999
_____ 6. $10,000 to $14,999
_____ 7. $15,000 to $24,999
_____ 8. $25,000 and over

22. Did you have any paid job as of October 15, 1974?

_____ 1. Yes, full-time job
_____ 2. Yes, a part-time job
_____ 3. No

23. Where do you reside?

_____ 1. In Fort Scott
_____ 2. Outside Fort Scott but in Bourbon County
_____ 3. Outside Bourbon County
_____ 4. Outside Kansas

We are also interested in knowing how you feel about Fort Scott Community College on a number of important points.

24. Do you feel the area needs a community junior college such as the one at Fort Scott? (Check one)

_____ 1. Very valuable to the area
_____ 2. Moderately valuable to the area
_____ 3. Of little value to the area
_____ 4. Of no value at all to the area

25. How well informed do you feel about Fort Scott Community College?

_____ 1. Very well informed
_____ 2. Adequately informed
_____ 3. Poorly informed
_____ 4. Not informed at all

26. Where do you get most of your information about the college at Fort Scott?

_____ 1. Newspaper
_____ 2. Radio
_____ 3. T.V.
_____ 4. College publications and announcements
_____ 5. College students
_____ 6. Through neighbors, friends, or relative
_____ 7. Don't get any

27. If you were concerned about a problem at the college and contacted the appropriate officials, how do you think they would react? (Check only one)

_____ 1. They would understand my problem and do what they could about it.
_____ 2. They would listen to me, but would try to avoid doing anything - - they would try to pass the buck.
_____ 3. They would ignore me, or would dismiss me as soon as they could.
_____ 4. Don't know how they would react.

28. In general, are you satisfied with the service Fort Scott Community College is giving the area?

_____ 1. Yes
_____ 2. No

29. If money were no object, what improvements would you recommend for Fort Scott Community College? (Check all that apply)

_____ 1. Physical education building
_____ 2. Better parking lots
_____ 3. More sports
_____ 4. More courses for adults
_____ 5. More courses taught outside Fort Scott

_____ 6. More technical, vocational, or occupational courses
_____ 7. More courses for woman
_____ 8. Better curriculum
_____ 9. Other _____
_____
_____

Thank you for your cooperation.

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 22 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION